

Rainbow Kids Club

Inspection report for early years provision

Unique reference number

EY296286

Inspection date

19/03/2010

Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rainbow Kids Club is managed by a private provider. It opened in 2004 and operates from a resource building, which includes a large playroom, small quiet room and associated facilities, within the premises of Chapel Street Primary School in Levenshulme, Manchester. The club serves the local primary school and neighbouring primary school. The club is open from 3pm to 6pm, Monday to Friday during term time, and from 8am to 5.30pm during school holidays. A maximum of 30 children aged from three years to eight years may attend at any one time. The club also offers care to children aged eight years to 11 years. There are currently 42 children on roll, of these, 15 are under eight years, and of these five are within the Early Years Foundation Stage.

The setting supports children with special educational needs and/or disabilities and those with English as an additional language. There are 4 members of staff, including the manager, who work directly with the children. All members of staff hold appropriate early years qualifications to at least level 2, with one holding a level 3. The club is a member of the Play England Out of School Club Association. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel safe and well cared for. Their views are reflected in the outstanding safeguarding procedures present within this extremely safe and happy club. They are provided with a good selection of age appropriate-resources and play opportunities which meet their needs and interests well. However, adults do not have sufficiently in-depth knowledge of the Early Years Foundation Stage framework to enable them to share their observations of children's learning with school staff, and complement the education children already receive. The club knows its strengths and areas to develop well, and all adults have a shared commitment to improve the quality of provision and enjoyment for every individual child. This gives management a good capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide staff with further training in the educational programmes of the Early Years Foundation Stage and establish effective information sharing with the school to ensure that the planning, observation, assessment, and delivery of the Early Years Foundation Stage complements the education children already receive.

The effectiveness of leadership and management of the early years provision

The manager and all adults have an outstanding understanding of the safeguarding policy and procedures, and very robust systems are in place to ensure the suitability of those adults working directly with the children. High staffing levels ensure children always have an adult to talk to and this secures their safety. For instance, high visibility jackets and road safety chats ensure children's safety is paramount as they travel from their schools to the club.

The inclusive nature of the club ensures that it pays good regard to promoting equality of opportunity for all children. Ongoing evaluation of their practice is shared by all adults, and staff meet together regularly to discuss how improvements can be made to the available provision, for the enjoyment of the children.

Adults use their detailed knowledge of the children as individuals and assessment information well to ensure that all children have full access to learning. The manager and staff have established links with school staff when collecting children from school. These are used effectively by school staff as a means of passing important information, from school to the out of school club, about the welfare of children. Staff update their skills and knowledge by attending training on subjects such as safeguarding children and first aid. However, they have not fully developed their knowledge and understanding of using the Early Years Foundation Stage framework fully.

Parents are eager to say how happy they are with the club and explain how much their children enjoy coming, with one parent saying 'I chose this school because of the reputation of the out of school provision'.

The quality and standards of the early years provision and outcomes for children

Children say they really love coming to the club because, 'I meet my friends and have a fun time'. In this welcoming and extremely safe environment children are happy, sociable, and well behaved. The good range of resources available for them to play with, and well-thought-out programmes of fun activities, widen their experiences and extend their knowledge and skills well. Examples of these are learning to cook, planting seeds or working with park rangers to improve facilities in the locality. Regular fundraising for national charities, through ventures such as a sponsored walk called 'Toddle Waddle', ensures children's commitment and sensitivity to the needs of others are developed well. An excellent variety of snacks and drinks are offered to the children who explain confidently the benefits of eating healthily.

Children are able to choose which resources they play with and spend periods of time busily engaged in creative activities such as henna hand painting or painting bright, colourful designs on large canvasses. They access resources, which are changed on a regular basis to meet their individual needs and interests well. They

independently help themselves and express their preferences in relation to what activities they want to do, like using the laptops to research about the plants they are growing. The club assesses children's learning through observations which they keep in early years books and share with parents. However, these are not used sufficiently well to complement children's learning because they are not shared with school staff.

Children are given equal opportunities to become fully engaged in meaningful activities and play opportunities, both indoors and outside. They develop friendships and children from the two schools mix well, playing together harmoniously. Their language skills develop well as the adults encourage them to think and respond, for example, as they draw snack menus together, or write rules for staying safe. An excellent range of opportunities is available to develop children's physical skills and support their healthy living very effectively. Skating, playing basketball or investigating in the wildlife area are just a sample of the many available activities. Children celebrate a good range of religious and cultural traditions through cookery and creative activities. This extends their understanding and tolerance of each other's beliefs well. Listening to one of the youngest children singing in Norwegian, her home language, is testament to this.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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